

Management of development of facilities and infrastructure in the implementation of School-Based Management (Qualitative Descriptive Analysis of MAN 2 Palembang City)

Ahmad Fadil Mediwinata

Islamic Education Management, UIN Raden Fatah Palembang, Indonesia

e-mail:a.fadilmediwinata@radenfatah.ac.id

Abstract

This research was conducted at MAN 2 Palembang City, which was selected purposively with the aim of analyzing the results of research findings related to planning, implementation, supervision, obstacles and efforts to overcome obstacles in the development of facilities and infrastructure in schools. In this study, the author used a descriptive analysis method that began with the stages of data collection in the form of observation, interviews and documentation. So that various types of data related to the research problem were collected, then verification of the validity of the data using triangulation techniques. Then the author conducted data analysis and interpretation to find answers to the problems raised in this study. From the results of the research conducted, the answers obtained were that: (1) School-Based Management is interpreted as the transfer of decision-making from the central level to the school level, (2) planning for the development of infrastructure facilities begins with analyzing needs, conducting surveys, selecting primary needs and developing educational specifications, (3) implementation of infrastructure development is carried out through assistance from the school committee, parents of students and the government, (4) supervision of infrastructure development is carried out through direct and indirect approaches, (5) obstacles faced in the development of facilities and infrastructure are the low involvement of business people in the educational environment, the unequal distribution of managerial skills of school committees, the unequal distribution of parent and community competencies, the low involvement of students in the process of maintaining school infrastructure facilities, (6) efforts made to overcome obstacles in the development of infrastructure facilities are personal development, improving management quality, building initial commitment from parents and prospective students, and establishing cooperation with other schools/institutions.

Keywords: Development Management, Facilities and Infrastructure, MBS

Abstrak

Penelitian ini dilakukan di MAN 2 Kota Palembang yang dipilih secara *purposive* dengan tujuan untuk menganalisis hasil temuan-temuan penelitian yang berkaitan dengan perencanaan, pelaksanaan, pengawasan, kendala dan upaya mengatasi kendala dalam pengembangan sarana dan prasarana di sekolah. Dalam penelitian ini penulis menggunakan metode *analisis deskriptif* yang diawali dengan tahapan *pengumpulan data* dalam bentuk observasi, wawancara dan dokumentasi.

Sehingga terkumpul berbagai jenis data yang berkaitan dengan masalah penelitian, lalu *verifikasi* keabsahan data menggunakan teknik *triangulasi*. Kemudian penulis melakukan *analisis* dan *interpretasi* data untuk mencari jawaban dari persoalan yang diajukan dalam kajian ini. Dari hasil penelitian yang dilakukan diperoleh jawaban bahwa: (1) Manajemen Berbasis Sekolah diartikan sebagai pengalihan dalam pengambilan keputusan dari tingkat pusat sampai ke tingkat sekolah, (2) perencanaan pengembangan sarana prasarana dimulai dari menganalisis kebutuhan, melakukan survei, memilih kebutuhan utama dan mengembangkan educational specification, (3) pelaksanaan pengembangan sarana prasarana dilaksanakan melalui bantuan dari komite sekolah, orang tua siswa dan pemerintah, (4) pengawasan pengembangan sarana prasarana dilakukan melalui pendekatan langsung dan pendekatan tidak langsung, (5) kendala yang dihadapi dalam pengembangan sarana dan prasarana yaitu rendahnya keterlibatan kalangan pengusaha di lingkungan pendidikan, belum meratanya kemampuan manajerial komite sekolah, belum meratanya kompetensi orang tua dan masyarakat, masih rendahnya keterlibatan siswa dalam proses pemeliharaan sarana prasarana sekolah, (6) upaya yang dilakukan dalam mengatasi kendala dalam pengembangan sarana prasarana yaitu pembinaan personal, peningkatan kualitas manajemen, membangun komitmen awal orang tua dan calon siswa, dan mengadakan kerja sama dengan sekolah/lembaga lain.

Kata Kunci: Manajemen Pengembangan, Sarana dan Prasarana, MBS

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Corresponding author: Ahmad Fadil Mediwinata

Email Address : e a.fadilmediwinata@radenfatah.ac.id

Introduction

Education has an important role in improving and optimizing existing resources in society. This causes the demand for education to increase so that it becomes a challenge for educational institutions to carry out educational reforms while always providing good service.¹

The increasing demands on education, educational institutions are faced with the need to expand educational resources, managerial and organizational skills. Because these educational institutions must be able to meet the needs or demands of education today and in the future. A step that needs to be taken to face the expansion is to implement organizational development in the educational institution.²

Referring to the statement, at the end of the 20th century in our country there was a radical change in various aspects of life, including the implementation of education, namely with the issuance of Law No. 20 of 1999 concerning Regional Government. The education policy developed by the government (Central and Regional) in the era of regional autonomy referring to Law No. 22/1999 concerning Regional Government and various accompanying regulations, will determine the performance of the education system both at the macro and micro levels, so that the success of educational decentralization will ultimately be and must be measured

¹Edward Sallis, Integrated Quality Management in Education, translated by Ahmad Ali Riyadi & Fahrurrozi, IRCiSoD, Jogjakarta, 2010, page 33

² Edward Sallis, Integrated Quality Management in Education,,, page 37

through changes that occur in educational performance at the local level, with the main indicators being equity, quality and accumulation of resources.³

Decentralization in the field of education is a breakthrough in improving the quality of education. Decentralization of education provides flexibility to regions that know exactly about the problems of education in their place as decision makers so as to increase the creativity of education personnel, especially schools and create a match between the education provided and the needs of the local community, which ultimately makes the teaching and learning process effective.⁴ The implementation of regional autonomy in the field of education is the decentralization of education management, where districts and cities have the authority to manage the implementation of primary and secondary education starting from decision making, programming, implementation of program monitoring and procurement of educational facilities and infrastructure. The role of the central government in this case is only to produce basic and strategic policies, namely setting standards and controlling the quality of education in the national scope. One model of educational decentralization is School-Based Management (SBM).

In this MBS model of school management, it means that school management tasks are determined according to the characteristics and needs of the school itself. Therefore, school residents have greater autonomy and responsibility for the use of school resources to solve school problems and organize effective educational activities for the long-term development of the school.

MBS is an alternative form of school as a result of educational decentralization. MBS is basically based on schools and communities and is far from centralistic bureaucracy.⁵ MBS has the potential to increase community participation, equity, efficiency, and management that is based on the school level. MBS is intended to increase school autonomy, determine what needs to be taught, and manage existing resources to innovate. MBS also has great potential to create professional principals, staff and teachers. Thus, schools will be responsive to the needs of each student and the school community. Student learning achievement can be optimized through direct participation of parents and the community. With School-Based Management, schools can utilize and develop existing facilities and infrastructure and can increase the concern of school residents and community members in organizing education according to their abilities.

MBS is an effective means to improve school progress. The question is progress in what areas? MBS can bring progress in two interdependent areas, namely (a) the progress of educational programs and services to students, parents, and the community; and (b) the quality of the work environment for all members of the organization.⁶

Based on the description above, schools as educational implementation units are required to be independent in organizing their teaching and learning activities, and must be able to produce educational output that is adaptive to the demands of scientific and technological developments. One of the school's efforts to realize this

³ Law Number 20 of 2003 concerning the National Education System

⁴Supriadi, Dedi (2001), Educational Reform in the Context of Regional Autonomy, Yogyakarta: Adi Cipta, page 56

⁵Lock. Cit page 80

⁶Umaedi (1999), Improving the Quality of Education Through School-Based Management, Jakarta: Dekdikbud, page 81

vision is through a management system that is oriented towards developing the resources owned by the school, which in principle the school obtains high obligations (responsibility), authority, and accountability in improving performance towards stakeholders (Stakeholders) who have students, teachers, the community, the government and the world of work. This is in line with the MBS concept put forward by experts, namely as follows:

MBS is a transfer of decision-making from the central level to the school level. The granting of authority in decision-making is seen as autonomy at the school level in empowering resources so that schools are able to independently explore, allocate, determine priorities, utilize, control and be accountable to all stakeholders.⁷

Based on the opinion above, in School-Based Management, central government control will be lower so that schools can determine for themselves what is needed and manage existing resources to innovate, meaning that School-Based Management is a form of decentralization that views schools as a basic unit of development through its authority in decision-making.

In the implementation of MBS, the principal as a manager in education in schools will certainly be faced with various demands, both increasing knowledge, attitudes and abilities, especially in carrying out their managerial functions. The principal is required to be able to create institutional conditions that are oriented towards achieving goals effectively, efficiently and always maintaining organizational health. Organizational development is a step to develop the ability of the institution to achieve its goals with the three measures above. Finally, it is hoped that this school will be able to meet the demands of education from education consumers, both regarding improving the quality, quantity and relevance of graduate quality.⁸

Based on this, in an effort to improve the quality of education in a planned and periodic manner, standards are needed, both national and local. These standards include graduates, content, educators and education personnel, facilities and infrastructure, management, financing and education assessment.

Based on the description above, facilities and infrastructure are one aspect that needs to be considered in the implementation of MBS and its procurement is the authority and responsibility of the school. Schools are required to be able to implement optimal facilities and infrastructure management so that they can empower what already exists and even complete needs that do not yet exist. Facilities and infrastructure are tools that can support and facilitate the realization of educational programs that have been determined in educational planning. Educational facilities are equipment and supplies that are directly used and support the educational process, especially the teaching and learning process, such as buildings, classrooms, desks, and teaching tools and media. While infrastructure is a facility that indirectly supports the running of the educational or teaching process, such as yards, gardens, school parks, roads to schools, but if used directly for the teaching and learning process, these components are educational facilities.⁹

⁷Fattah, N. (2000), *School Based Management: School Empowerment Strategy in the Framework of Improving School Quality and Independence*, Bandung: CV. Andira Page: 8

⁸Ibid Page 29

⁹Barnawi, (2012), *School Facilities and Infrastructure Management*, Yogyakarta: Ar-Ruz Media, page 47

Management of educational facilities and infrastructure is tasked with organizing and maintaining educational facilities and infrastructure so that they can provide optimal and meaningful contributions to the educational process. These management activities include planning, procurement, supervision, storage, deletion and arrangement. Good management of facilities and infrastructure is expected to create a clean, neat and beautiful school so as to create pleasant conditions for both teachers and students to be at school. In addition, it is also expected that there will be adequate learning tools or facilities quantitatively, qualitatively and relevant to needs and can be utilized optimally for the benefit of the educational and teaching process, both by teachers and students.

Referring to the description above, based on the results of sThe current preliminary study at MAN 2 Palembang City is implementing the arrangement of needs for facilities and infrastructure that support the programs of activities that will be implemented. The arrangement of facilities and infrastructure is carried out by implementing management functions starting from planning, organizing, implementing to supervision.

Methodology

This study uses a qualitative descriptive method, with data collection using observation, interviews and documentation studies.

Observations were made on the behavior of the principal, teachers and school committee administrators in the development of infrastructure resources including the procurement process, use of supervision and maintenance. The author conducted interviews with the principal, teachers, students and school committee administrators with the material asked in accordance with the research questions. While the author's documentation study studied documents related to the development of infrastructure resources in the implementation of MBS.

The author collected the required data from various sources related to the problem being researched, namely the school principal, school committee, teachers and students.

Qualitative methods are used for materials or information shown in numbers, while qualitative methods are used to analyze research data. In relation to descriptive research methods, Nazir (1999: 63) states that:

"The descriptive method is a method for researching the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present, with the aim of making a systematic, factual and accurate description, picture or illustration of the facts, characteristics and relationships between the phenomena being investigated."

Results and Discussion

Planning for the development of facilities and infrastructure in the implementation of MBS at MAN 2 Palembang City

Based on the observation results, it is known that planning the development of facilities and infrastructure is considered the most important aspect that needs attention for the implementation of education in each school. This is in line with the opinion of the principal who said that "the existence of learning facilities and infrastructure greatly supports the implementation of the teaching and learning process in schools". This reason forces the school to be able to plan the development

of learning facilities and infrastructure so that it can support the smooth implementation of the learning process.

This condition requires schools to be able to implement a really good planning mechanism for developing learning facilities and infrastructure so that they can condition the learning facilities and infrastructure so that they can provide a very large contribution to the realization of efficiency and effectiveness of the learning process, especially since schools are faced with the concept of a School-Based Management system.

The principal further explained that in the MBS management system, schools are required to be able to independently manage or organize educational programs. This means that schools are required to be able to independently manage all components of education, one of which is educational facilities and infrastructure. Schools are required to independently manage the facilities and infrastructure needed in organizing education. Determination of the plan for developing facilities and infrastructure is carried out at the beginning of the school year as a follow-up to the results of the previous educational program evaluation analysis.

Based on the observation results, it was revealed that planning the development of facilities and infrastructure is an initial step taken by schools in managing the development of educational facilities and infrastructure. The steps taken by the principal in planning the development of facilities and infrastructure in general include:

- a. Analyze the educational needs of a community and establish programs for the future as a basis for evaluating the existence of facilities and creating models for planning future equipment;
- b. Conduct a survey of all school units in preparing a master plan for a certain period of time;
- c. Selecting primary needs based on survey results;
- d. Develop educational specifications for each separate project in the proposed master plan;
- e. Design each separate project according to the proposed educational specifications;
- f. Develop or solidify bids or contracts and execute in accordance with the proposed work description; And
- g. Complete the building equipment and place it so it is ready for use.

Meanwhile, the PKS for infrastructure of MAN 2 Palembang City said that the implementation of planning for the development of educational infrastructure carried out by the school is adjusted to the situation and conditions faced by the school.¹⁰

The statement above is agreed by the principal who said that the achievements obtained by his school are influenced by the elements of education as a whole. One of the elements of education that influences the achievement is the existence of educational facilities and infrastructure.

Furthermore, the principal said that a school will be able to develop or form a more effective and efficient learning system if the process is assisted by adequate educational facilities and infrastructure. Thus, learning facilities and infrastructure will have an impact on achieving learning goals.

¹⁰ Interview with PKS facilities and infrastructure of MA Al-Falah II Nagreg, March 31, 2024 at 13.00

This statement is in line with the expression from the PKS infrastructure which states that the smoothness of a learning process carried out by a school is largely determined by the existence of services from the facilities owned in the learning process optimally because by using these facilities, maximum learning will be easily achieved, in addition to the delivery of material being easy to understand.

The principal and PKS's statement above is in line with the statement of the Head of the School Committee who said that the success of an effective and efficient learning process is largely determined by the teacher's willingness to optimize the use of learning facilities. Because facilities are one of the media to facilitate students in understanding the subject matter. In addition, The use of facilities will facilitate the achievement of predetermined teaching objectives.¹¹

From the three expressions above, the development of facilities and infrastructure is understood by the school as a step that can be determined in planning steps to maximize the existence of educational facilities and infrastructure in terms of quality and quantity so that they are able to support the optimization of the implementation of teaching in schools.

Based on the field findings, the first step taken by the school in this stage is to analyze the condition of the school. This is done to examine the existence of facilities and infrastructure in the school at this time so that the potential strength of educational facilities and infrastructure in supporting the learning process can be known. Furthermore, this activity can determine a maximum step in determining the development of facilities and infrastructure that will be carried out.

Implementation of Facilities and Infrastructure Development in the Implementation of MBS at MAN 2 Palembang City

The procedure for developing educational facilities and infrastructure includes conveying the need for educational facilities and infrastructure through the school committee and the implementing developer of educational facilities and infrastructure.

Based on the results of observations in general, the implementation of the development of these infrastructure facilities is as follows:

a. Delivery of educational infrastructure needs through the school committee

The principal stated that the development of educational facilities and infrastructure needed by the school within the scope of implementing school-based management will depend greatly on the ability of the school and the community to be able to handle it independently. This means that this development is greatly influenced by how much cooperation the school is able to realize with the community.

Furthermore, the principal said that this collaboration would be demonstrated or realized if it was preceded by openness from the school itself towards the school's needs and one of them included notification regarding the needs felt related to educational facilities and infrastructure.

In addition, according to PKS and interviewed teachers, it is known that schools in planning the development of educational facilities and infrastructure first discuss it with the school committee. The school and the school committee then review the data presented by the school and the draft plan proposed by the

¹¹Interview with the Head of the School Committee of MA Al-Falah II, April 2, 2024 at 11.00

school so that in the end they produce a consensus/agreement. The results of the deliberations carried out by the school and the school committee produce or constitute a plan that will be stipulated in the school's revenue budget plan. Thus, determining the type of development of facilities and infrastructure and also the funding used by the school must involve the school committee.

b. Implementation of development of educational facilities and infrastructure

The implementation of the development of educational facilities and infrastructure is a handling step applied in management so that its existence can provide a major contribution to the implementation of the learning process.

Based on the observation results, it was revealed that the implementation of development has the following characteristics:

1) Procurement

According to the principal, the procurement of educational facilities and infrastructure is the first step taken by the school in the educational facilities and infrastructure development system. The school views that the procurement of educational facilities and infrastructure must be made an annual routine in the RAPBM. This means that the school strives to plan the procurement of educational facilities and infrastructure every year with the approval of the school committee. This is motivated by the school's belief that educational facilities and infrastructure are a very important element in creating a smooth teaching and learning process. At least this action is an effort to complete or replace educational facilities and infrastructure that are considered necessary to be replaced.

According to the PKS and teachers, this understanding is a trigger for the party that completes school facilities and infrastructure, in this case the school committee. Therefore, the procurement of educational equipment is basically an effort to realize the procurement plan for equipment that has been prepared previously.

Meanwhile, the school committee administrators said that the procurement of educational facilities and infrastructure carried out by the school and the school committee is generally funded by the government and parents as well as community participation. Often schools receive assistance for educational facilities and infrastructure from the government, in this case the Department of National Education, the Provincial National Education Office, and the City/District National Education Office. The Directorate General of Elementary and Secondary Education also has a program for procuring textbooks, reading books and science equipment almost every year. However, this assistance is limited and not always available, so schools are required to always try to procure equipment in other ways.

On the other hand, according to the principal, in the framework of improving the quality of school-based education (PMPBS), or in the framework of school-based management (MBS), the procurement of school supplies must be carried out by the school itself, either by using government assistance funds or the school's own funds. This means that in the framework of MPMBS or MBS, all forms of government equipment delivery to schools must be changed from the form of providing funds to the form of *block grant* to the school, then the principal together with teachers and committee administrators plan and

procure the necessary equipment effectively and efficiently. According to the principal, this method has been tested by the Basic Education Project in West Java using loan funds and the World Bank.

Supervision (Controlling) of the development of facilities and infrastructure in the implementation of MBS at MAN 2 Palembang City

The principal believes that education is actually the responsibility of parents, the school can implement its programs only if all components of the extended family are involved. MAN 2 Palembang City can work together harmoniously. The school programs in question consist of short-term, medium-term and long-term programs.

The annual program of MAN 2 Palembang City for the 2014-2015 academic year based on the results of documentation studies and interviews.

a. Curriculum areas

The curriculum field includes curriculum development, teaching and learning activities, assessment, improving teacher competency, procuring teaching tools and media, holding subject competitions and selecting exemplary students as well as dividing teacher tasks.

b. Student Affairs

The student affairs program for the 2014/2015 school year includes 1) new student orientation; 2) school health efforts; 3) guidance and counseling; 4) discipline; 5) basic student leadership training; 6) student expression titles; and 7) extracurricular activities. In self-development which is held every Saturday specifically for English, this school has achieved a proud achievement, namely as the 1st place winner at the district level in the speaking and story aspects.

c. Public relations field

The activity programs in public relations consist of (a) PHBN (national holiday commemoration); (b) PHBI (Islamic holiday commemoration); and (c) Galaxy (action and creative events).

PHBN and PHBI are activities to commemorate national and religious holidays. While the galaxy is an activity carried out to showcase various creations of MAN 2 Palembang City students in the form of creative performances, arts and exhibitions.

d. Facilities and infrastructure sector

In the field of facilities MAN 2 Palembang City has a program for the procurement and maintenance of supporting facilities and infrastructure for teaching and learning activities (KBM). In the 2014/2015 academic year, MAN 2 Palembang City plans to complete sports facilities, teacher's room facilities, audio-visual facilities, kitchen facilities, general administration facilities, cleaning facilities, art facilities, libraries and provision of routine household needs.

To find out the program activities being implemented, the principal and school committee administrators carry out continuous monitoring and evaluation.

Supervision of the development of educational facilities and infrastructure is carried out by the school continuously. This is indicated by the existence of a school work schedule or schedule which is a step in monitoring the development activities. Supervision is carried out from planning to the application of the plan. According to the principal, this activity is felt to have an important meaning for ensuring that the school plan that has been set can be realized properly and correctly. Supervision is carried out by the principal as the administrator and school committee.

Conclusion

The steps taken in planning the development of infrastructure are (1) analyzing educational needs and determining programs for the future; (2) conducting a survey of all school units to prepare a master plan for a certain period of time; (3) selecting the main needs based on the survey results; (4) developing educational specifications for each separate project in the proposed master plan; (5) designing separate projects according to the proposed educational specifications; (6) developing or strengthening offers or contracts and implementing them according to the proposed work description; and (7) completing building equipment and placing it so that it is ready for use. These steps are carried out with mechanisms adjusted to the situation and conditions faced by the school. The steps taken in implementing the development of infrastructure can be concluded that (1) the procurement of educational infrastructure in general comes from the government and also comes from the participation of the general public and parents of students. And in the framework of school-based management (MBS), the procurement of school equipment must be carried out by the school itself, either by using government assistance funds or the school's own funds; (2) the use of educational infrastructure aims to create regularity in use and is utilized to help the success of the learning process carried out in schools. The rules set in the use of educational facilities and infrastructure tend to explain how to use educational facilities and infrastructure and the activities that must be carried out in the use and storage of educational facilities and infrastructure. With these rules, the condition of educational facilities and infrastructure can be protected from damage and loss; and (3) maintenance aims to condition existing educational facilities and infrastructure to continue to be used in the teaching and learning process. Maintenance of educational facilities and infrastructure carried out by schools is carried out at all times. This is based on the desire of the school to maintain the condition of the facilities so that they can still be used optimally at all times. This maintenance is of course carried out through prevention and repair. The initial step taken by the school to find out the results obtained in the development of educational facilities and infrastructure is to carry out continuous supervision (monitoring) and evaluation. Supervision (monitoring) and evaluation are carried out by schools with two approaches, namely the direct approach and the indirect approach. From the results of the supervision (monitoring) and evaluation, it is known that the strategy that is successful is increasing the involvement of parents and the community in the development of school facilities and infrastructure. This is indicated by the many schools that receive donations from parents and the community, not only in the form of funds but also in the form of other facilities and infrastructure.

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